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ABSTRACT

A college-level integrated study skills and orientation course is described. The unique aspect of the course is that learning/teaching occurs in the context of the university environment. Learning experiences generally utilized with this approach to reading and study skills instruction are illustrated by the following projects: an organized notetaking approach for lectures, a reading-study approach for textbook study, a test-taking skills unit, a vocabulary development component, class meetings outside the classroom, and a college survival manual. Included as Appendix A is a course outline indicating topics, activity, assignment, materials, and campus location for each of the 14 weeks of the course. Other appended materials include: an outline of the Cornell Method for taking class notes, a list of 300 practical words for college survival, instructions for developing a collection of words that personally interest the student, a library research assignment, an assignment for a group presentation on how to study a particular college-level subject; and instructions for developing a college survival manual. This survival manual consists of students' own writings and includes tips on registration procedures and other activities, an academic referral section with information on resource centers on campus, and guidelines for reading and studying. A list of references is also provided. (SW)

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College Reading and Learning Assistance
Technical Report 84-07

# Integrating Study Skills and Orientation Courses

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HE 017 624

The text of this report will appear in the Forum for Reading (Winter 1984), the journal of the College Reading Improvement Special Interest Group of the International Reading Association. The appendices of this report contain specific examples of instruction techniques suggested in the text.

Many college students of the 1980's, like their predecessors of the 1960's and 1970's, require additional academic preparation and training before they are ready for college level courses; hence, postsecondary educators must overcome two interrelated challenges. One pressing issue is how to ready underprepared freshmen for the rigors of college work. A current approach is teaching the requisite skills in a developmental or remedial course. A second challenge schools face is how to keep these new students in college long enough for them to adapt to the new environment. The traditional solution to this problem is the freshman orientation course. Both of the solutions to the foregoing problems can work: reading and study-skills classes do help students, and orientation type coursework is generally rated as a worthwhile activity.

Poor study habits and new environments, however, are not the exclusive causes of students leaving school (Lemming, Beal, & Saner, 1980; Ramist; 1981). Many students leave colleges because of finances. Others drop out because of the rigors of advanced coursework. Still others drop out because of emotional or psychological factors. Most frequently, a combination of problems is the basis for students' decisions to discontinue higher education. A successful plan for dealing with such an interrelated group of causes may require an integrated teaching approach for stabilizing "at-risk" students, both in social-emotional and in academic-study contexts.

Customarily, orientation groups are formed by one university agency (e.g., the Office of Student Affairs, the Orientation Office), while another campus unit such as the reading education, psychology, English or developmental studies departments develops and maintains reading and study skills course work. In this integrated course approach, campus units cooperate so that a group of incoming freshmen, who would have previously selected a section of College Reading and Study Skills, would also be designated simultaneously as an orientation group. In effect, freshmen are oriented to the university through the context of a reading and study-skills course that itself focuses on a reality-based approach to instruction. While students assigned to such a course may be from divergent backgrounds, course leaders can also draw enrollees from specific populations (e.g., dorm students, athletes, commuters, adults) and then "customize" the course content to the group's special social and academic needs.

The content of this integrated course does not differ markedly from usual college reading and study-skills offerings, as the curriculum includes (1) a systematized notetaking method, (2) a reading-study approach for textbooks, (3) a testwiseness unit, (4) a vocabulary development component, and (5) reading rate work. In addition, the basic structure of the course is also standard; meeting for three fifty-minute sessions each week for a semester. What is different, what appears to be unique is the context in which the curriculum is taught. Every attempt is made to teach the skills in a way that also immerses the student in the university mileau and surroundings of the campus

community. Hence, the course-required projects distinguish this student-university centered approach from the traditional college reading and study-skills course. In designing the different course projects to teach and reinforce the curriculum, the authors consciously require students to gain university-wide experience in order to complete the projects. Thus, notetaking simulations occur in campus classrooms, of different sizes, disciplines and locations. Vocabulary development stresses not only the structural-analytic approach found in most vocabulary development texts (Stahl, Brozo, & Burk, 1984), but also learning both discipline specific language (Hopper & Wells, 1981; Sartain et al., 1982) and campus specific vocabulary (Johnson, 1976), whether it is slang, in-group jargon or university "bureaucratese." In all, assignments are tailored to both the students' immediate needs and long term goals. The following projects are illustrative of learning experiences generally utilized with this approach to reading and study-skills instruction. [Refer to Appendix A of this technical report for a course outline.]

A Notetaking Sequence

Students are required to record notes using an organized approach in a lecture style class. Early in the semester, we establish a method for notetaking. As a basic foundation, we teach and train the Cornell Method (Aiken, 1953; Pauk, 1984), but believe students should eventually adapt the method to their particular needs and their future academic endeavors. [Refer to Appendix A for an example of the Cornell Method.] Initial

training for notetaking occurs in the classroom when students (1) listen to a taped lecture on the history of the university, (2) take notes with their own best method, (3) review their notes after the presentation, and (4) take a short quiz on the lecture material. Next notes are evaluated by peers using the Notetaking Observation and Training Scale - NOATS (Stahl, King, & Henk, 1984). Students then compare their scores on both the quiz and evaluation scale during a class discussion that points out the relationship between accurate, concise notes and efficient recall for testing. The second session on notetaking involves a guided demonstration of the Cornell Method with an overhead projector. As the lecture procedes the instructor takes notes on transparencies for all to see. While the lecture is based on introductory principles and concepts generally covered in a lower division sociology class, psychology, political science or other introductory courses in the social sciences could be used. The demonstration occurs in a large lecture hall, with the class dispersed throughout the hall. Following the lecture, a comparison of students' recorded notes leads to conclusions about optimum seating in a large lecture hall. Although the students may have previously been told of the benefits of sitting near the front of a class for a lecture, they are still surprised by their own "hard data" obtained in this demonstration. A brief discussion of the relevant literature on listening in college classes closes the session. In the third training class, students listen to and take notes on a presentation on emotional and psychological stress that often accompanies the freshman

year. At the next class session students review their notes and take a short quiz. Subsequent discussion centers on effective notetaking techniques and information from the speaker's presentation. At this point students select one social science or science course (hereafter referred to as the content study course) in which they regularly record class notes in the trained manner throughout the remainder of the semester. Periodic instructor and peer evaluation, two or three times each month, with the NOATS scheme leads students to a uniform, yet flexible, notetaking style. In addition, the evaluation system provides the course instructor with criteria to monitor student growth in notetaking ability.

Textbook Reading Study Skills

Over the semester students are gradually introduced to a systematic method of textbook study. The training begins with analyzing the university bulletin for examples of textual aids, and then students create a structured overview of the bulletin. In a follow-up assignment, students investigate the required books from their content study courses for evidence of text structure. During the second training session, students in similar content study courses form cluster groups (e.g., psychology, chemistry, biology). These groups analyze and discuss their required texts and report findings to the class. As a homework activity, the entire class prereads selected sections of the university bulletin and/or the student handbook to practice the prereading activities such as surveying, raising questions, and setting objectives of studying.

In a follow-up session a text chapter is provided by the instructor, and the students are guided through the steps of SQ3R (Robinson, 1970) or a similar approach (see Stahl, 1983, for a listing of 100 systems). Students then practice with the sample chapter and in their cluster groups discuss the positive and negative aspects of a structured reading/study approach. The general psychological principles and research based rationale for the method (as well as all other methods suggested in the course) are highlighted to the class. Students undertake additional regular practice throughout the term with their course texts and the college bulletin. When students are not enrolled in subject matter courses, the instructor can assign text from a college outline series (e.g., United States to 1877, Krout, 1971) to facilitate practice with content field material.

As an extension of SQ3R, a subsequent class session centers on both inductive and deductive mapping strategies (Baldridge, 1977; Bird, 1931; Frederick, 1938; Hauf, 1971; Merritt, Prior, Grugeon, & Grugeon, 1977; Miller, 1980) as post-reading organizers. Students are introduced to different mapping techniques with a handout and on an overhead transparency. In small groups, students read a short passage on the academic organization and hierarchy of the institution. After this reading, each cluster group completes a different type of map (e.g., radial, hierarchial, pyramidal, inductive outline, flow-chart). These maps are then drawn on large sheets of butcher paper for whole class inspection and comparison.

Future class sessions on textbook reading and study are

scheduled regularly throughout the term since analyses of the literature on study reading (Anderson & Arbruster, 1980; Stahl, 1983) point out that successful utilization of textbook-study methods appears to be based on long term training. During these sessions students read simulated chapters on topics such as student support services or grading policies. Using these chapters, students suggest notetaking abbreviations, short cuts, and organizational techniques they have adopted in personalizing the previously introduced reading and study systems. The long term goal is to lead each student to develop a highly individualized method of textbook study based on a foundation of sound principles and personal commitment.

Testwiseness

Shortly before the midterm period the class begins a unit on test-taking skills. As with the other projects, student-university interaction is stressed. The initial session on testing is a combination of discussions designed both to elicit the students' prior knowledge about tests and to present the instructor's comments supplementing the students' basic understanding of the subject. Students describe and then comment on different test formats and testtaking skills. As a summary for the discussion, the cluster groups draw graphic organizers or retrieval charts depicting each format. Students then read assigned selections from How to Take Tests (Millman & Pauk, 1969) and Test Wiseness (Woodley, 1978) for the next class session. During that next session students discuss the test formats and

the techniques for taking tests presented in the readings. The discussion is followed by a simulation of an essay examination. Students are given an essay question that tests mastery of the content covered in reading assignments on test taking. The completed essays are then scored by peers. Discussion of what makes a "good answer" should lead to class developed principles of answering essay questions. The following class meeting deals with objective test items. Students brainstorm objective test-taking techniques (Brozo, Schmelzer, & Spires, 1984; Gordon, 1982). Sample objective test items that demonstrate key words, educated guessing techniques and format cues are completed by students.

During the next class session students complete an instrument such as the Test Anxiety Inventory (Spielberger, 1980) while visiting the university counseling center. While administration of the TAI does not require specially trained personnel, the field trip introduces the whole class to an academic support service that could be perceived as potentially threatening when students need it most. When on site they hear about different counseling services that are available to students. One of these services, found commonly at postsecondary institutions, is the Test Anxiety Workshop, and students identified as at-risk by the TAI, can sign up for the sessions at that time. Through the test-taking unit, students not only learn of the recognized "tricks of the trade," but also interact with the trained professionals who can provide in-depth services for test anxious students.

Vocabulary Development

Students work on vocabulary building in two separate but interactive ways. The first method is through a personal vocabulary collection. Over the semester, students collect interesting words from their comprehension "twilight zones" (O'Connor, cited in Pauk, 1984) encountered in class lectures and readings, heard during conversations with professors and peers, or encountered within the overall university environment. To educators interested in student survival, both slang and socially oriented words are as important as academic vocabulary, because such words promote ease of assimiliation into the campus culture. These words are collected daily and recorded in a 5" by 7" loose-leaf binder. Students define the words, jot down the phonetic spelling, use the words in sentences, and note the prefixes or suffixes. In order to get maximum benefit from the collection, students can categorize their daily entries by subject area, social contexts or other categories during in-class group work. Each week the classmates quickly review the new entries in the other student's collections. Interesting and/or potentially useful words are nominated for the distinction of "Word of the Week."

An additional source for words are those specific to the college environment. Students record some of these new words in their collections. To insure that they have been introduced to the majority of these specialized words, A Practical Vocabulary for College Survival (Stahl & King, 1981) or The Freshman's Friend (Johnson, 1976) is assigned and discussed. As with any

vocabulary learning, limited numbers of new terms should be introduced at a given time. Small groups of specialized college and university terms are presented and reinforced over the course of the semester as students are likely to require knowledge of them (e.g., terms related to financial aid procurement when next year's application forms are due). [Refer to Appendix C of this technical report for the Stahl and King (1981) word list.]

The second method of on-going vocabulary development may take one of several avenues. Students may complete specified sections of a vocabulary workbook independently and then progress to the next section with ninety percent mastery on each section test. If several forms of each mastery test exist, students can self pace learning and score their own work. Initial placement in any of several texts can be based upon scores on a standardized vocabulary measure such as the Basic Word Vocabulary Test (Dupay, 1975). The authors have found that assigning three vocabulary texts in one class is possible without undue confusion. A second avenue for vocabulary development is to key in on words previously used on the SAT. The Must Words (Norback & Norback, 1979) contains such words. Students often believe that mastering such a set of words is a valid assignment since it appeals to their "fix up my problem" view of college reading. In other words, they understand that had they known these words previously, they might have scored higher on the verbal section of the SAT and hence not needed a college reading course. Finally, a third avenue places emphasis on technical words and primary concepts underlying introductory, lower division

coursework. Several authors (Hopper & Wells, 1981; Sartain et al., 1982) have specified problematic vocabulary from the various college disciplines. Students can be introduced to these terms before entering a course or, if already enrolled in a course, can carefully monitor their mastery of the terms. The students learning the content vocabulary also serve as resource specialists to the members of the reading class not enrolled in the content course. [Refer to Appendix D for specific guidelines for developing a vocabulary collection.]

Field Trips

Since an important part of this course is acclimatizing the new students to the university environment, getting them around campus is essential. Several class meetings occur outside the classroom. Meetings in a large lecture hall for notetaking practice and testing in the counseling center were already mentioned. In addition, the class meets in several of the university libraries for guided tours, library scavenger hunts (designed with the cooperation of the institution's librarians), term paper clinics and information gathering for the group projects. [Refer to Appendix E for a copy of a sample library assignment.] Another site the class visits is a writer's workshop sponsored by the English department. Over the course of the semester, students read either an auxiliary novel required by an outside class or elect to read another novel as a group. The selected novels (usually no more than five different titles per section) are used for a writing catalyst as well as reading rate training. Short reaction papers to these novels are evaluated by

group members (Titlebaum, 1975) for content and mechanics. Rewritten papers are subsequently taken to the English department's writing workshop by the individual students for a final critique. An additional campus trip focuses on the services offered students by the Learning Skills Center. Students listen to staff members detail the different tutorial and academic support services available at the center and then record the information in their college survival manual.

Students finalize their acculturation to the institutional setting toward the end of the semester. Students previously self-selected content fields such as psychology, chemistry or political science which they consider potential majors. Small groups of students with like interests are formed to thoroughly review the methods and techniques on reading/study, vocabulary development, testing and notetaking for that discipline. Next, each group shares its expertise through presentations that take place in classrooms generally assigned to the selected content departments. For example, the student presentation on efficient studying in psychology would take place in a large psychology lecture hall. A chemistry presentation may occur in a chemistry lab. A humanities presentation might be held in a seminar room. Each group develops and distributes to their peers a guide to studying in the chosen area. [Refer to Appendix F for guidelines for conducting the group presentations.]

College Survival Manual

Throughout the term the students develop college survival manuals comprised of their own writings and those of their

classmates. Specifically, the manual contains (1) a "how-to" section on registration procedures, on and off campus housing information, financial aid procedures and various other important details and procedures essential for college survival; (2) an academic referral section with information on the learning assistance center, the writing lab, the counseling center and other campus services; (3) a vocabulary section with self-selected vocabulary terms drawn from the class text, the university environment and selected courses; (4) a content field section that consists of the guidelines developed by each of the student cluster groups for reading and studying in the common undergraduate disciplines; (5) a section on notetaking which includes the student's class notes and NOATS evaluation material. In addition, the journal process encourages each student to make comments about the personal adjustments one must make in crossing the bridge from the world of high school to that of higher education. Comments generally include frank discussions on the need for and value of a personal time management approach and methods for monitoring and assessing the effectiveness of personal study procedures used in one's content study course as well as other classes. Finally, the journal contains pre and post assessments of reading comprehension, vocabulary knowledge, reading rate, study-skills knowledge and attitudes, and note-taking skills. In essence then, the journal is an organized collection of work for the entire course that becomes a reference manual for the student's college years. [Refer to Appendix G for guidelines for this project.]

In a day and age when institutional resources are stretched to the limits and "economize" is the watchword, many varied academic support services may be in danger of losing full or partial funding. One highly plausible and potentially cost effective method of continuing to offer college reading and study-skills classes as well as college orientation coursework is based on the model which integrates the content of the two courses into a single course designed to immerse the students in the campus environment. Of course, institutions considering the implementation of such a model would need to adapt it to their existing settings.

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## Listing of Appendices

Appendices

A. The Language Experience Based College Reading and Study Skills Course Outline

B. Taking Class Notes: The Cornell Method

C. A Practical Vocabulary for College Survival

D. Words From Your Experience

E. Library Skills Assignment

F. Group Presentation

G. College Survival Manual

APPENDIX A

The Language Experience Based
Language Communications 10: College Reading and Study Skills
University of Pittsburgh

** Week 1**

| | | | |
|---|---|---|---|
| Topics | 1) Overview of Language Communications 10 Vocabulary Guide | 2) Pretesting - Reading Comprehension, Reading Rate, Vocabulary | 3) Pretesting (cont.)- Study Skills Retentionability |
| Activity | Distribute and discuss course syllabus. Discuss the use of the vocabulary guide. | Students will take the Nelson Denny Reading Test. | Students will take the SSHA and the Astin Worksheet For Predicting College Dropouts |
| Assignment | Throughout the term the student will keep a vocabulary guide in a class of his choice | Throughout the term the student will keep a Personal College Survival Journal | |
| Materials | Course Syllabus | Copies of N.D. Reading Test | Copies of SSHA and the worksheet |
| Campus Location | Classroom | Classroom | Classroom |

** Week 2**

| | | | |
|---|---|---|---|
| Topics | Notetaking - Diagnostic | Notetaking: Methods and Research | Notetaking - Assessment |
| Activity | Notetaking Simulation 1- Students take notes of a taped lecture about a facet of the college environment. Students review notes and take a quiz. Notes are rated based on notetaking scale. | Debriefing of previous session. Lecture and guided demonstration of Cornell Method of Notetaking. Discussion follows on the merits of an organized system. | Notetaking Simulation 2 - Students take notes on a taped lecture on psychology topic. Students review notes and take a quiz. *The instructor may choose to prolong instruction for one additional session. |
| Assignment | Read section on note-taking in class text. | Students obtain recommended materials for taking notes in a class of their choice. | Throughout the term the student will utilize the Cornell Method (or an approved adaptation) in a class of his choice. |
| Materials | Tape on aspect of university environment, tape recorder, Okey Scale, Robinson Scale, or NOTES. | Introductory Sociology lecture on tape, tape recorder, overhead projector, acetate, and grease pencil. | tape or guest speaker on psychology |
| Campus Location | Classroom | Large Lecture Hall | Classroom |



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| | | ** Week 3 ** | |
| Topics | 1) Prereading Skills | 2) The Difference Between College and High School/ Success Strategies | 3) Time Management |
| Activity | Develop prereading skills - lecture and guided experience utilizing college bulletin and class texts. | Lecture/Discussion - Develop a structured overview of college experience | Lecture/Discussion Group development of a class schedule |
| Assignment | The student will complete a structured overview of the text for their notetaking class. Throughout the term the student will chart study time for his classes. | Students complete the success strategies worksheet, participate in group work on College and High School differences. | Develop a personal time schedule to be placed in the student's journal. Vocabulary guide check |
| Materials | Class copies of college bulletin | | time grid sheet |
| Campus Location | Classroom | Classroom | Classroom |
| | | ** Week 4 ** | |
| Topics | Textbook Study: Textbook Structure and Aids | Textbook Study System SQ3R etc. | Problem-solving - Interviews |
| Activity | Demonstration of text structure, group work from individual texts | Demonstration of SQ3R, simulation, practice with texts and bulletin | Field Interviews with University faculty/ personnel |
| Assignment | Students list textual aids and discover text structure in simulation; group analysis of course texts, bulletins and student handbook. | Students complete SQ3R on simulated text chapter, actual course texts, university bulletin | Read handout on interview problem solving |
| Materials | Sample text materials | | Sample chapter, content text and bulletin |
| Campus Location | Classroom | Classroom | Classroom |



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| | | ** Week 5** | |
| Topics | Textbook Study Systems/ Post Reading Graphic Organizers for Text Material | Metacomprehension | Learning Skills Center |
| Activity | Demonstration of and practice in mapping the chapter (radial and linear) | Metacomprehension guide | Field trip to Learning Skills Center |
| Assignment | Students will read text material on text organization. In class group assignment to map a selected article on butcher paper. | Each student will construct a graphic organizer stressing potential problem points in a chapter from a course text. | Students record available services in their journals Vocabulary guide check |
| Materials | transparencies on different forms of mapping strategies, projector and butcher paper | Textbooks | |
| Campus Location | Classroom | Classroom | Learning Skills Center |
| | | ** Week 6 ** | |
| Topics | Developing Examination Skills/General Procedures/ Objective Exams | Developing Examination Skills/Essay Exams/ Scheduling For Upcoming Exams | Counseling Center Test Anxiety Workshop |
| Activity | Lecture/Discussion of different test formats | Simulation of different exam formats in a group setting | Field trip to Counseling Center |
| Assignment | Read sections in class text on test taking. | Develop and score essay questions. | Students take the Test Anxiety Inventory. Students record available services in journal |
| Materials | Examples of test items | Sample essay questions and range of answers | Test Anxiety Inventory |
| Campus Location | Classroom | Classroom | Counseling Center |



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Language Communications 10:
College Reading and Study/Skills (cont'd.)

| | | ** Week 7** | |
|---|---|---|---|
| Topics | Midterm Examination | Library Tour | Reading Literature (Rate Work) |
| Activity | In class test | Develop library skills by reading the Library Handbook and touring Hillman Library. This shall be followed up by an in-depth library utilization activity. | Students practice different techniques for increasing reading rates. |
| Assignment | Self debriefing upon return of test | Library -Scavenger Hunt- Each student will have three weeks to complete a library worksheet | Begin reading Separate Peace in class |
| Materials | Midterm test | Library Scavenger Hunt Worksheet | Student copies of Separate Peace |
| Campus Location | Classroom | Hillman Library | Classroom |
| | | ** Week 8** | |
| Topics | SQ3R Review | Textbook Study Systems/ Post reading graphic organizers | Open session |
| Activity | Practice SQ3R with simulated chapter, own textbook. Discussion on flexible use of SQ3R | Practice with slash map and format for organizing fiction with reading selections | Possible role playing activities |
| Assignment | Evaluate personal use of SQ3R over the term. Develop personal Reading Study system | Students use slash map for Separate Peace. Format for organizing fiction may be substituted. | Vocabulary guide check |
| Materials | | copies of chapter | student copies of selected novel |
| Campus Location | Classroom | Classroom | Classroom |



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Language Communications 10:
College Reading and Study/Skills (cont'd.)

| | | ** Week 9** | |
|---|---|---|---|
| Topics | Participating in a Group Situation | Being a Survivor/Staying in College | Writer's Workshop on Separate Peace (in class) |
| Activity | Minilecture on the topic and guided group discussion on Separate Peace | Group discussion based on passage placed in reserve book room of Hillman Library. | Papers on Separate Peace evaluated by peers in class. |
| Assignment | Student schedules appt. with writer's clinic (Eng. Dept.) Student prepares a 2-3 page reaction paper for Separate Peace. | Read assignment placed in the reserve book room. | Student rewrites reaction paper based on writer workshop |
| Materials | Selection about college retention placed in the reserve book room | | |
| Campus Location | Classroom | Classroom | Classroom |
| | | ** Week 10** | |
| Topics | Overcoming Problems: Force Field Planning Strategy | Overcoming Problems: Social atoms | Writer's Clinic (English Department) |
| Activity | Use of problem solving activities in class | Use of problem solving activities in class | Field trip to Writer's Workshop in the English Department |
| Assignment | Students sit in on a class they are planning to take during the winter trimester. They write a brief paper on what study techniques that should be used to successfully pass the course, as well as what support services will provide help if difficulties arise. The paper is utilized at the Writers Workshop. | | |
| Materials | Handout on problem solving techniques | | Students' papers on topic |
| Campus Location | Classroom | Classoom | Writing Workshop |



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|---|---|---|---|
| | | ** Week 11 ** | |
| Topics | Academic Organization of the University/Selection of Areas for Group Projects | How to Develop a Group Project Guidelines for Group Work | Development of Group Project |
| Activity | Group discussion on procedures for hypothetical problems. Sorting task on courses, departments, and schools of Pitt. | Presentation on group projects and requirements | Each student group designs a presentation format and develops supportive materials |
| Assignment | Students will read material in bulletin on governance and grievance procedures | Students will participate in group simulation of academic problems. | Vocabulary guide check |
| Materials | Index cards | | |
| Campus Location | Provost's Conference Room | Library | Classroom |
| | | ** Week 12 ** | |
| Topics | How To Write a Term Paper | Term Paper Workshop | How To Study for Content Fields |
| Activity | Lecture/discussion of course text chapter on term papers | Students will participate in Workshop at Hillman Library. Students will visit the UCIR office | Group Presentation-on applying study techniques to different contents. Group Presentation (Humanities) followed by Instructor's input |
| Assignment | Read section in text on writing term papers. | Review a copy of a term paper guide (APA, Turabian, etc.) | |
| Materials | Term paper guides | | Handouts supplied by group |
| Campus location | Classroom | Term Paper Clinic | Humanities classroom |



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Language Communications 10:
College Reading and Study/Skills (cont'd.)

| | | | |
|---|---|---|---|
| | | ** Week 13** | |
| Topics | How To Study For Content Fields | How To Study For Content Fields | How To Study For Content Fields |
| Activity | Group Presentation (Sciences) followed by Instructor's Input | Group Presentation (Social Sciences) followed by Instrutor's Input | Group Presentation (Mathematics) followed by Instructor's Input |
| Assignment | Each group will develop sample test questions on the content of their presentation. | Each group will prepare, duplicate and distribute a summary of effective study techniques pertaining to their presentation. | |
| Materials | Handout supplied by group | Handout supplied by group | Handout supplied by group |
| Campus Location | Science Lab | Social Science Class | Mathematics class |
| | | ** Week 14 ** | |
| Topics | Semester wrap-up Preparing for Finals | Post testing - Reading Comprehensive, Reading Rate, Vocabulary | Post testing - Study Skills, Retention-ability |
| Activity | Final Journal Write Up Develop end of the trimester study schedule | Students will take the Nelson Denny Reading Test | Students will take SSHA and the Astin Scale |
| Assignment | Final journal write-up | Each student will write letter to him/herself stressing the important understanding/attitudes etc. which must be monitored during next term.* | Hand in Vocabulary guide |
| Materials | Time grid | Nelson Denny Reading Test | SSHA & Astin Scale |
| Campus Location | Classroom | Classroom | Classroom |
| Exam Week | Final Test | Hand in Journal | |

*During the sixth week of the upcoming term, the course instructor mails the student's letters to them.



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APPENDIX B

## Taking Class Notes: The Cornell Method

Norman A. Stahl
Georgia State University

| ← 2½ inches → Reduce ideas and facts to concise jottings and summaries as cues for reciting. | ← 8 inches → Record the lecture as fully and as meaningfully as possible. |
|---|---|
| Cornell Method | This paper demonstrates the Cornell Method of taking classroom notes. It is recommended by experts from the Learning Center at Cornell University. |
| Line drawn down paper | You should drew a line down your notepage about 2 ½ inches from the left side. On the right handside of the line simply record your classroom notes as you usually do. Be sure that you write legibly. |
| After the lecture | After the lecture you should read the notes, fill-in materials that you missed, make your writing legible and underline any important materials. Ask another classmate for help if you missed something during lecture. |
| Use the Recall Column Key Phrases | The Recall Column will help you when you study for your tests. Jot down any important words or key phrases in the Recall Column. This activity forces you to rethink and summarize your notes. The Key words should stick in your mind. |
| Five R's | The Five R's will help you take better notes based on the Cornell Method. |
| Record | 1. Record any information given during the lecture which you believe will be important. |
| Reduce | 2. When you reduce your information you are summarizing and listening key words/phrases in the Recall Column. |
| Recite | 3. Cover the notes you took for your class. Test yourself on the words in the recall section. This is what we mean by Recite. |
| Reflect | 4. You should reflect on the information you received during the lecture. Determine how your ideas fit in with the information. |
| Review | 5. If you review your notes you will remember a great deal more when you take your midterm. |
| Binder & Paper | Remember it is a good idea to keep your notes in a standard-sized binder. Also you should use only full-sized binder paper. You will be able to add mimeographed materials easily to your binder. |
| Hints | Abbreviations and symbols should be used when possible. Abbrev. & sym. give you time when used auto. |
| Sources | Pauk, How to Study in College.<br>Aiken, You Can Learn How to Study. |

## APPENDIX C

### A Three Hundred Word
### Practical Vocabulary for College Survival

Norman A. Stahl
Georgia State University

James R. King
Texas Woman's University

academic calendar
accreditation
activity fee
add
add/drop period
admissions
advanced standing
advisor
affirmative action
alumni
Arts and Sciences
assistant to
Associate degree
associated students
audio-visual services
auditing

baccalaureate
Bachelor's degree (BA, BS)
Basic Educational Opportunity Grant (BEOG)
bluebook

Career Center
carrel
challenge a course
chancellor
cluster groups
closed stacks
college catalog (bulletin)
College Level Examination Program (CLEP)
college work-study
commencement
community college
composition requirement
competency based education
consortium
continuing education
cooperative education
core courses
corequisites
counseling
Counseling Center

course description
course schedule
course number
cramming
credentials
credit hour
credit load
credit/no entry
credits
cross-disciplinary
cross-registration
cumulative average
curriculum

dean
Dean's List
deferred admissions
deficiency
degree
degree requirements
demonstration school
department
departmental chairman
Developmental Studies
Dewey Decimal System
dining hall
diploma
directed study
discipline
dismissal
dissertation
distribution of studies requirement
doctorate
Doctoral degree (Ph.D., Ed.D., M.D., LL.D., Sc.D.)
drop
drop-add period
drop-out
due date

Educational Opportunity Program (EOP)
electives

emeritus
English composition requirement
equivalency exam
evening classes
examination week
extension Program
External Degree Program
extracurricular activities

faculty
fees
fellowship
field course
fieldhouse
fieldwork
finals week
financial aids
Financial Aid Center
food services
foreign language requirement
fraternity
frats
freshman
freshman seminars
Fulbright award
full-time student

general education courses
general studies
grade point average (GPA)
grades
graduate
graduate assistant(ship)
Graduate Office
Graduate Record Examination (GRE)
graduation
graduation with honors
grants
Greeks
Guaranteed Student Loan Program

health services
homecoming
honorary society
honors
honors classes
honors program
hours
housing office
humanities

incomplete (Inc.)
independent study
independent study courses
institutional credit
instructional resources
instructor
interdisciplinary
Interdisciplinary Studies
interlibrary loan
internship
intersession
intramurals

job placement bureau
junior
junior college
Junior Year Abroad

lab course
laboratories
laboratory school
(demonstration school)
late fee
Learning Skills Center
leave of absence
lecture
lecturer
legal clinic
letter grades
liberal arts
liberal studies
library
Library of Congress number
library search
lower division
lower division courses
lowerclassmen

major
Master's degree (MA, MAT,
MBA, MS, MSW)
matriculated student
meal ticket
mentor
microfiche
microfilm
mini-course
minor
module
multi-disciplinary
multiple-choice test

National Direct Student
Loan Program

natural sciences

objective examinations
off-campus housing
office hours
Office of Student Services
ombudsman
open-book examination
open stacks
orientation
orientation courses

part-time student
pass-fail system
peer-counselor
peer tutor
Pell Grant
Phi Beta Kappa
Physical Education Center
physical sciences
Placement Service
plagiarization
plan of studies
post-session
practicum
preliminary exams
pre-professional programs
pre-registration
prerequisites
pre-session
president
probation
probationary status
proctor
professor (assistant, associate, full)
proficiency exam
programmed instruction
provost
Public Interest Research Group (PIRG)

quality point average (QPA)
quarter hour
quarter system

reading period
recitation
recommended text
regents
registrar
registration
resignation
reinstatement
required text
reserve book
Reserve Book Room
Reserve Officers' Training Corps (ROTC)
residence hall (residence life)
residency
Rhodes Scholar
rolling admissions
rushing

sabbatical
satisfactory/no entry grading
schedule of classes
scholarship
scholastic honors
scholastic probation
school
self-designed major
semester hour
semester system
seminar
senior
senior seminar
senior thesis
social probation
social sciences
sophomore
sorority
stacks
statute of limitations
stop-out
Student Accounts
Student Activity Office
student-advisor
Student Affairs
student assistant
student-faculty ratio
student government
student health fee
Student Health Services
Student Learning Center
student publications
student teaching
student union
study abroad
study skills courses
style manual
subjective examination
summer session
Supplemental Educational Opportunity Grants

supplementary reading
suspension

take-home examinations
teaching assistant
team teaching
tenure
term paper
Term Paper Clinic
Testing Center
thesis
transcript (official or
unofficial)
transfer credit
transfer student
transient student
trimester system
trustees
tuition (in-state or out-of-state)
tutorial services
tutoring

unclassified students
undergraduate
undergraduate degree
undergraduate teaching fellow
unit of credit
university
upperclassmen
upper division courses

Veterans' Center

withdrawal failing (WF)
withdrawal from classes
Women's Center
Writing Workshop (Lab)

Other Sources of Terms:

Hall, B. H. A Collection of College Words and Customs (Rev. ed.). Detroit: Gale Research, 1968. (originally published, 1856)

Johnson, S. W. The Freshman's Friend. Woodbury, N.Y.: Barron's, 1976.

APPENDIX D

## Words From Your Experience or The Vocabulary Collection

James R. King, Chris Reid and Norman A. Stahl

Since an important component of this course is to help you increase your vocabularies, we are asking you to develop a collection of words that personally interest you. Research indicates that an improved vocabulary contributes to reading speed and comprehension, and that words of personal interest are more likely to be learned. An effective means of accomplishing this is to become aware of words that you have heard, but are not sure of their meanings. These words are not totally unfamiliar to you, but are somewhat vague in meaning. To make these hazy words your own, you must actively listen for, record and analyze them.

Where do these words come from? A simple and helpful answer is any word you think is important. For example: 1) words used in class lectures, 2) words found during assigned or leisure reading, 3) words used by your friends (both standard and slang), 4) words used in the PITT environment (at registration, at Dirty O, in the Towers). The following are the instructions for developing this collection.

1. Use 8½"X11" loose leaf notebook paper and alphabetical dividers.

2. Collect words daily, listing entries at the end of the book. Be sure to number and date each entry.

3. Rewrite each word in the correct alphabetical section. Then write the sentence you heard or read containing that word, and the dictionary pronounciation with appropriate diacritical markings.

4. On the back of the sheet, note any prefixes and roots, their derivations and meaning. Then list the definitions of the word, starring (*) the definition that fits the original sentence. Then write your own sentence using the word.

5. Review the words weekly, attempting to learn their meanings, roots and prefixes, and orally reciting the word in a sentence. Use the front of the sheet to test yourself; look at the back only when needed. Gradually eliminate study of mastered words. Use a dot system on words needing further study, giving special emphasis to any word having three dots marked on the front of the sheet, indicating three unsuccessful attempts at learning.

6. In order to get the most out of these words, regrouping them by categories is suggested. In other words, you can rewrite your vocabulary collection under Chemistry, Pitt, Sociology, Slang and other categories.

7. The collection will be evaluated based on accuracy and completeness. A collection will be considered incomplete if the total number of words are not evident and if the format and listing instructions are not followed.

8. It will be most useful and least taxing to add words on a daily basis. Under no circumstances are you to let a week lapse without catching up. Falling behind will make a regular and easy task much more difficult. In addition, spaced learning improves long term memory.

9. Each week we will nominate several exemplary entries and elect a "word of the week."

10. Good luck and start building.

## APPENDIX E

### Library Skills Assignment

Facing a research assignment often feels like a huge task. It is made all the larger if you wait until you start on a paper to learn how to use the vast resources available in Hillman Library.

That's why this assignment is geared toward learning the ropes of library research. Once you become accustomed to using a few indexes and references, you will start to see patterns emerging in the new resources you consult. When you start to research the paper, your task will be much smaller, since you will have eliminated the job of learning how to use the library. Instead, you will be applying the knowledge you have gathered through this worksheet.

Be sure to request a copy of the University of Pittsburgh Libraries Handbook at the Ground Hillman Information Desk. KEEP IT WITH YOU WHENEVER YOU WORK ON A LIBRARY ASSIGNMENT. It is easy to use, and will increase your confidence that you can handle the job of figuring out how the information systems in the library work.

Complete the whole assignment carefully, working with other class members and helping each other to learn to use the library. Be sure to consult library staff members when you want some help in using the library or locating resources.

1. List the hours during which Hillman Library is open for your use:

   Monday through Thursday _____

   Friday _____

   Saturday _____

   Sunday _____

2. An _____ and _____ must be presented to the attendant at either Lending Desk. One is on the _____ floor and the other is on the _____ floor.

3. The borrowing period for undergraduates is _____ with _____ possible renewal(s). No more than _____ books can be borrowed simultaneously.

4. Failure to return a book on the date it is due will lead to a fine of _____ per day.

5. Self-service copy machines are located on these floors:

   _____ _____

   The cost is ____ per page at the cheaper machines and ____ per page at the Minolta machines, which give a cleaner, more customized copy. Additional photo duplication service is located on the _____ floor, where personnel will copy material for you at the cost of ____ per page,

6. To file a book request, fill out a _____ for this purpose at the table to the left of the Lending Desk at Ground Hillman.

Reference Services

1. Many people think of dictionaries and encyclopedias (and yawn) when they think of the reference section. Not true! Ask the Information Desk attendant for the Sheehy Guide to Reference Books, and in the table of contents under section C, record the headings CF, CG, CH, CL, and CJ:

_____ _____

_____ _____

_____ _____

2. In the Business section of this book, under guides, list the title of the book by Edward Truman Coman. (_____) Consult the last sentence of the abstract. What caution does the editor offer about the book?

_____

NOTE: When using the Sheehy Guide, DO NOT use the alphanumeric codes in the lower right corners of the citations. These are not LC call numbers. To locate a reference book found in Sheehy's, consult the card catalog.

3. A commonly-used reference indexing periodicals is The Readers' Guide to Periodic Literature. Locate the complete citation for an article from August 1979 by F. S. Langa on lightning. Write out the citation in full, spelling out all abbreviations fully. (See the keys to abbreviations in front of the guide.)

_____

_____

4. Does Hillman Library carry the above-cited magazine? To find out, consult the black books of computer printout lists at the information desk. List the title of the publication that comes before (or would come before, if the library doesn't carry) the above magazine:

_____

5. Using the same printout, determine the years for which Hillman has an incomplete set of Business Week magazines.

_____

What years of this magazine are available in the Business Library? See the front page of the printout books for an explanation of the two-letter codes for Pitt libraries. _____

6. Locate Row 15 and use the 1977 New York Times Index (stored there) to find Belkis Acar's assessment of the art of weaving under the subject heading weaving. What is it? _____ Copy the citation from the index, and compare it to the Readers' Guide citation, p. 2.

_____

_____

What one vital piece of information is missing from this (and all other) newspaper citations that Readers' Guide citations have?

_____

What precautions must you as a researcher take when using a newspaper index?

7. Consult the beginning pages of the NYT Index for the answers to these questions:
Write out the citation longhand. See "How to Use the NYT Index," paragraph one, for help.

_____

_____

What does the M stand for? See the center column of the same early page for help. _____

8. Using call number R PE 1591 H 37, find Modern Guide to Synonyms and Related Words by S. I. Hayakawa in the reference collection. List the synonyms for "divide."

_____

_____

9. Where is the Information Bank located?

_____

10. How do you obtain permission to have a computer search carried out? Consult the information desk on this.

_____

_____

What are the hours of the Information Bank?

_____

The Card Catalog

1. Where is the main card catalog? _____

2. What three headings are used to list books there?

_____

3. Hillman Library uses the _____ classification scheme. Using the call numbers below, consult the LC chart and record the general area under which these books are filed.

a. N6410
R66 _____
1969

b. Q171
S338 _____

4. Under the subject heading UFO's, how many card catalog entries do you find?
NOTE: Do not confuse subject cards with title or author cards. # _____

5. Look up the subject heading UFO in the huge red books on the stand by the pillar. The title of this work is Library of Congress Subject Headings. Copy down the information found at UFO:

_____

Since the Library of Congress has standardized its subject headings, what must you do to see how the subject of your interest in classified by the Library of Congress? _____

UCIR (Instructional Resource Center)

1. As you enter UCIR, there is a carrel on the left with a catalog and some slips of paper on it. What kinds of materials are in the catalog and what is the paper for?

_____

_____

_____

2. On the right side of the media center, near the operation assistance desk, are a series of shelves. Go to the following shelves for information: First shelf behind desk: What kind of health information is available on ½ videotape reels here? List a title. _____

Third shelf: How are the 16mm math films labeled? See the front of the film to determine this.

_____

3. What production facilities are available for student use along the back wall? _____ (print medium), _____(visual) and _____ (sound).

4. How much does it cost to make a transparency in the Thermofax machine? _____

5. How could visual learners make use of the center? (learners who learn best through their eyes.) _____

_____

6. What media resource available on the second or third shelf would a person having a hard time concentrating on lectures use to practice listening skills? Expect to recognize the appropriate resource, but do not expect to find it labeled as a form of listening practice.

_____

7. What is the picture on the front of the game Consumer?

_____

Reserve Book Room

1. Where is the Reserve Book Room located? _____

2. For how long may you borrow materials from the Reserve Book Room?

_____

3. Fines in this area are high to encourage the prompt return of heavily-used materials. List the fines for overdue materials.

_____

4. Why are books placed on reserve? _____

_____

5. Give the call numbers and authors of the texts on reserve for Language Communications 10.

_____

_____

Stark Listening Center

1. The Stark Listening Center is located on the _____ floor of Hillman Library.

2. There are two days a week on which the center is not open _____

3. Go in and browse, then list three different <u>kinds</u> of recorders held in this collection (any three you notice).

_____

Periodical Collection

1. Recent issues of journals and periodicals are found on the 4th floor in the _____ Room.

2. Bound volumes of periodicals may be found on the _____ floor.

3. Bound periodicals are shelved alphabetically by _____ and numerically by _____ number.

4. State the main headline found in the <u>Pittsburgh Press</u> on the day you were born.
Date of Birth: _____ Headline: _____

5. Periodicals not on the shelves in either the bound volume area or current periodical area may be out of the library at the _____. Check with the desk attendant to find out whether this is the case.

ERIC

1. What do the letters ERIC represent?

   _____

2. How do you use the system? Please give a step-by-step, from entrance to exit, method of using the system.

   _____

   _____

   _____

   _____

3. Select an article of interest to you.

   ERIC # _____

   Title _____

4. Briefly summarize, in a paragraph or two, the findings.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

The Library Skills Assignment has been revised several times over the past five years. Although all of the staff members of the College/Reading Study Skills Program at the University of Pitttsburgh provided input, the bulk of the work was undertaken by Joan Berry, Carol Miller, Christine Reid, and Norman Stahl.

APPENDIX F

GROUP PRESENTATIONS

James R. King and Norman A. Stahl

During the latter part of the trimester you will select a group whose duty it will be to make a presentation to this class on how to study a particular college level subject area. The group presentation is expected to take the entire class period and all of the group members are expected to participate. Your grade will be based on your presentation as well as the entire group's effort. You will be given class release time to work on your presentation.

Each group is expected to prepare a set of handouts about the subject and these will be distributed to your classmates. It is your responsibility to have your handouts run off for distribution. Furthermore, each group is to submit a list of five multiple choice or fill-in questions on your topic to the course instructor. Several questions prepared by each group will appear on your final test.

In developing your presentation you may consult with instructors, staff members and students throughout the University; however, your presentation is to be your own. This is to say - No Guest Speakers.

There are numerous resources available in Hillman Library on how to study in the content areas. (Suggestions include books on how to study, how to teach reading in the secondary schools, and how to teach reading in the content fields). You will be able to find other books on the first floor of the Book Center. The Reading/Communications Resource Center of the Learning Resource area of the School of Education (FQ 1N12) may also contain helpful materials. The Language Communications College Reading Laboratory also has some materials. Groups may be formed around study approaches and techniques for Social Sciences, Humanities, Mathematics and Sciences. If any of these choices is not selected, substitutions may be made. The total number of groups can not exceed four. Each presentation will take place in a study area classroom. For example, a chemistry presentation may occur in a chem. lab.

The final grade will be a combination of group and individual efforts.

Group Criteria

Introduction, organization of presentation, complete bibliography, quality of handout(s), quality of test items.

Individual Criteria

Organization and evidence of rehearsal of presentation, evidence of research, clear speaking and time awareness.

## APPENDIX G

### COLLEGE SURVIVAL MANUAL

James R. King and Norman A. Stahl

This journal assignment is a collection of the information, experiences and "how to's" you will discover this semester. The journal has two purposes: 1) to organize your work for this class 2) to become a reference for your years at PITT. The following list outlines the journal contents.

1. A listing of support services available to you. After each service, include specific help, hours of operation and how this service can be contacted. Example: Learning Skills Center, workshops, tutoring, 624-5481, lower lobby Schenley Hall. Include the following: term paper clinic, test anxiety workshop, learning skills center, library services, writer's workshop.

2. A "How-To" section on registration, add-drop withdrawal , checking out library materials, financial aid and securing off-campus housing.

3. The vocabulary collection completed during the semester.

4. A list and description of problem solving techniques, including protocol and results of a faculty interview.

5. The Cornell-type notes from an outside class.

6. A personal time management schedule for weekly study. You should also include a month long record of your time use and a midterm schedule. Finally, a written evaluation of planning and scheduling success should be included.

7. A list of graphic organizers for textual materials. Include diagrams.

8. A group project write-up.

9. Pre and post test scores for the

   a) Nelson Denny Reading Test
   b) Survey of Study Habits and Attitudes
   c) Test Attitude Inventory

This journal is due the week before finals in this class.